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ABSTRACT

This serial issue is devoted to the theme "China and Japan" and contains six articles that focus on educational, political, and cultural issues in the two Asian countries. In the first article, "China and Japan: A New Era in Relations with the United States," Henry Kiernan and John Pyne provide a brief overview of the history of United States' relations with China and Japan and frame the subsequent articles on issues in the social studies. In the second article, "Acceptance Speech of the Andrew Allen Liberty Award," Fang Lizhi discusses the pursuit of democracy in China. The third article, "China in the Social Studies Curriculum," by Benjamin A. Elman, explores themes of Chinese history prior to 1900 and how they relate to China in the 20th century. The next article by Charles Von Loewenfeldt, "Some Reflections on Building Bridges of Understanding," highlights the impact of former participants in the NCSS fellowship program to Japan on bringing about greater international awareness and understanding in North America and in Japan. In the fifth article, "Resources for Teaching about Japan," Linda S. Wojtan provides information on educational resources available on Japan. The final article by Jane Plenge and Nancy Stephan, "Building an Integrated Curriculum: The Japanese Festival," explains the process of developing an integrated curriculum. A list of New Jersey Council for the Social Studies board of directors for 1993-1994 concludes the issue. (CK)

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THE DOCKET

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Fall, 1993

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Theme Issue:

中国と日本

China and Japan

SO 024 325

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Criteria for Submission to *The Docket*

Editorial Policy

The Docket is the official journal of the New Jersey Council for the Social Studies and reaches more than one thousand NJCSS members who work within social studies education from nursery school through graduate education. In an effort to act as a voice through which its members can share and express their ideas, thoughts, experiences, and research, ***The Docket*** publishes four types of articles.
(1) Practical articles with ideas for teaching such as units, lesson plans, and reports of innovative practices.
(2) Scholarly articles which cite current theory and research as a basis for making recommendations for practice.
(3) Reviews of educational materials: books, textbooks, computer software, CD–ROM titles, laser discs, and others.
(4) Informational articles about the efforts and activities of NJCSS and its members.

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China and Japan: A New Era in Relations with the United States

Henry Kiernan and John Pyne, editors

For more than 40 years after World War II, the Cold War was the axis on which American foreign policy in Europe and Asia turned. In an effort to stop communist expansion in Asia, the United States defended Taiwan from the People's Republic of China, and sent troops to Korea in the early 1950s and to Vietnam in the 1960s. The security threat from the Soviet Union and China formed the central guiding rationale for holding the United States and its Asian allies together and included such practices as welcoming U.S. troops in South Korea, leasing bases to the U.S. Navy and Air Force in the Philippines, and overlooking trade disputes with Japan.

With the end of the Cold War, U.S. relations with Asia are at a historic turning point. In just two decades since the withdrawal of American troops from South Vietnam, the United States is on the brink of establishing relations with Vietnam. Over the last fifteen years, Asia has surpassed Europe as America[illegible]ost important overseas trading region, and some estimates indicate that Pacific trade will double the volume of Atlantic trade by the year 2000.

Yet, as we approach the 21st century, new problems have emerged. With the perception of a lessened U.S. commitment to the region, we need only consider several recent dilemmas such as the following: arms sales have been on the rise, particularly in Southeast Asia; human rights abuses in China continue; protectionist legislation is introduced every year in Congress against the Japanese; and the trade imbalance as a result of Japanese and Chinese imports into the United States is again increasing.

Both China and Japan have inexorably worked their way into the agenda of major policy issues confronting President Clinton's administration. As this issue of *The Docket* goes to press, relations between the United States and China appear to be deteriorating as human rights issues and bilateral trade tensions continue to shape the rhetoric between us. Since President Richard Nixon and Chinese leader Mao Zedong met in February 1972, the United States has worked intensely to avoid the isolation of China and the possible return to the confrontational tenor of the 1950s and 1960s between Washington and Beijing. However, for Americans who watched the events of 1989 vividly on television, the impact of the massacre at Tiananmen Square is still a critical issue affecting our relations. In addition, no one knows what will happen when Deng Xiaoping dies and ". . . the Chinese traditionally have handled succession abysmally."(1)

It has become increasingly apparent that a strong U.S. - Japan partnership is also indispensable for the stability of Asia. Robert Oxnam, Senior Research Associate at Columbia University's East Asian Institute agrees: "The U.S. - Japan relationship is undeniably the most important bilateral linkage in the Pacific. A seriously weakened U.S. - Japan relationship, especially if combined with major erosion in U.S. - China ties, could turn back the clock in Asia by decades." (2) Yet, despite this logical rationale for a strong alliance, despite the fact that both nations enjoy democratic governments and basic rights, tensions between Tokyo and Washington have also increased. While trade is the immediate problem, most analysts agree that Japan is struggling to attain wider international respect for its achievements and a larger political role as evidenced by its request to become a member of the Security Council.

Just ten years ago, Robert C. Christopher informed us about this changing role. In his book *The Japanese Mind*, Christopher advised Americans to deal with the Japanese as "equals who must be convinced rather than as little brothers who must be ordered about." He further asserted: "One of the most striking changes in attitudes in Japan in recent years has been the increasingly open desire of Japanese to be accorded some measure of respect by the United States. In this changed climate, American representatives in Japan should be seeking to influence opinion in a much broader range of Japanese society than they now do and to elicit from the Japanese themselves ideas on what contributions their country can best make to the solution of mutual economic, diplomatic and security problems." (3)

Mike Mansfield, the former U.S. Ambassador to

Japan, once stated that the next century will be the Pacific century. Whether a shift from the Atlantic sphere of influence to the Pacific may occur as some political analysts theorize, is certainly debatable. However, no one can deny the importance of Asia, particularly China and Japan, to the future of the United States. It is for this reason that this issue of *The Docket* is devoted to renewing a discussion about the importance of teaching about China and Japan in the social studies.

The editors are grateful to the authors who have agreed to make a personal effort to prepare articles for *The Docket*. The theme for this issue began in May 1993, when we both had the opportunity to meet and hear Fang Lizhi, Physics Professor at the University of Arizona, accept the Andrew Allen Liberty Award at the Foreign Policy Research Institute in Philadelphia. Dr. Fang's courage during the events at Tiananmen, his admiration and love for his students, and his personal quest for democracy in China truly make him one of the most respected intellectuals of our time. Ben Elman, Professor of Chinese History at the University of California, Los Angeles, provides a framework of topics for social studies teachers to use in teaching Chinese history. Ben is currently working with the National Center for History in developing world history standards.

Charles von Loewenfeldt, Program Coordinator for the Keizai Koho Center Fellowships, is an outstanding example of an individual's attempt to build bridges of understanding between Americans and the Japanese. It is through his leadership that hundreds of members of the NCSS have enjoyed a first-hand account of Japanese culture and history, have made many new friends in Japan, and have developed a stronger understanding of what it means to be an American. Linda Wojtan, Coordinator of the National Precollegiate Japan Projects Network, offers our readers the avenues for obtaining resources about the teaching of Japan. Linda's latest book *Resources For Teaching About Japan* (1993) is available from the Social Studies Development Center, Bloomington, Indiana. Jane Plenge and Nancy Stephan, two Southern Regional Middle School teachers, provide the rationale and methodology used to coordinate a Japanese Festival. This interdisciplinary project and exhibit drew an audience of over 6,000 students and community members who experienced integrated learning activities focusing on cultural and global understanding.

Finally, we recognize that by limiting our discussion to China and Japan in this issue we may overlook those NJCSS members who are interested in other Asian countries. We also have not addressed the larger question of how those of us interested in teaching about Asia can best deal with educating others about Asian culture without being criticized as propagandists. In fact, in the case of Japan, certain writers such as Pat Choate, author of *Agents of Influence: How Japan's Lobbyists in the United States Manipulate America's Political and Economic System*, have labeled anyone who specializes in Japan outreach efforts in America's schools to be representative of a pro-Japanese viewpoint. To assume that social studies teachers would not provide students with an unbiased and objective view of Japan, China, or any other Asian country is another example of misjudging the teacher's role and function in helping students apply the knowledge of a non-Western culture to articulate the strengths and weaknesses of our own culture.

It is worth reminding our students that after nearly fifty years of United States involvement in no less than three Asian land wars, the Pacific is relatively at peace. Through open access to American markets and through entrepreneurial skill, Asia now contains the world's most promising economies, moving toward increasingly open democratic societies. As David B. Oxnam reminds us, "Treating headaches before they become migraine crises—that is a central challenge in the future of America's Asia policy." (4) Including the political, economic, social and cultural history of all Asian peoples is a central challenge of our social studies curriculum. We need to involve our students in understanding that what happens in China, Japan and all of Asia is well worth watching.

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Acceptance Speech of the Andrew Allen Liberty Award

Philadelphia, May 6, 1993
Fang Lizhi
University of Arizona, Department of Physics
Tucson, Arizona 85721

Mr. Chairman, Ladies and Gentleman:

I am grateful for the tribute that the Foreign Policy Research Institute has given me in its Andrew Allen Liberty Award. My spirits are lifted when I see the cause of Chinese democracy that my colleagues, my students, and I have been pursuing is once again receiving recognition. And I am especially elated that today's honor is associated with the name of Thomas Jefferson.

You in the audience may be curious to know my reactions when I look at today's program, on which contemporary China is mentioned side by side with the name of a great American thinker who was born two hundred and fifty years ago. My first reaction, I will tell you, is that there are indeed some big cultural differences between the United States and China. In China, people would probably not want to hold a memorial meeting, or give prizes, on a two-hundred-and-fiftieth anniversary. In Chinese custom, especially in northern China the number 250 is a synonym for a "simpleton." To be called a "two hundred and fifty" means that everybody agrees you are a blockhead. But before this cultural difference depresses you, let me point out another one. In Chinese culture to be a "simpleton" is not always regarded as an entirely bad thing. Lu Xun, the great modern Chinese writer, wrote an essay in the 1930s called, "Clever People, Simpletons, and Lackeys." His conclusion was that when it comes to social progress, the people who deserve praise, and deserve to be trusted, are not the clever people, and certainly not the lackeys. They are the simpletons, the people who go on stubbornly pursuing goals that seem never to be reachable.

If there is any goal that "simpletons" of China are stubbornly pursuing today it is democracy. If there is any cause that ties the name Thomas Jefferson to China, that cause is democracy. By this I do not mean, of course, that America's philosopher-president had any direct or indirect contact with Chinese democrats. Two hundred years ago the word "democracy" had not yet entered Chinese political life. My point here will be to emphasize the connection between Jefferson's democratic philosophy and the values of the democracy movement in China today.

China, especially mainland China, has yet to achieve democracy; yet the word "democracy" has for some time been highly fashionable in China's political life. Ever since 1911, when the revolution led by Mr. Sun Yat-sen overthrew the imperial authority of the Qing dynasty, nearly every political party or group in China has cited democracy in its program. It would seem that democracy has become the least controversial idea in all of twentieth-century Chinese politics. Everyone supports it; no one comes out against it. In reality, however, China still is ruled by an oligarchic dictatorship, still lacks freedom of speech, still has no meaningful elections, and still holds political prisoners. On the one hand, every sort of political manifesto, including national constitutions, includes the word "democracy." On the other hand, in actual political life, classical autocracy persists. Where does it come from? There may be several reasons, but I believe that one of the most important is that democratic concepts have been distorted.

One of the distortions has been to convert democracy into so-called "masses' democracy." When I was young I was educated in communism, and among other things, was taught that "communist democracy is masses' democracy, or proletarian democracy." This kind of democracy was supposed to be more advanced, and more democratic than ordinary democracy. At that time, I accepted this view; I thought that adding the word "masses" to the word "democracy" could only make it better. But the history of communism has shown that "masses' democracy" is nothing but a synonym for autocracy. One implication of "masses" to the word "democracy" is that it is all right to suppress minority opinion. During the twenty-seven years when Mao Zedong ruled China, he liked to stipulate that the

number of people targeted for attack in political campaigns be set at five percent of the population. In his view, to set the target as low as five percent was to carry out masses' democracy. But in fact, it was precisely this doctrine of "suppressing the five percent" that allowed him to attack anyone he chose, thereby intimidating the populace as a whole and supporting his personal dictatorship. Deng Xiaoping has continued with the same logic, except that, instead of the phrase "five percent", he uses the phrase "a small bunch" to tag and suppress his opponents. In 1989, the protesters at Tiananmen, who arrived by thousands and tens of thousands, were defined by Deng Xiaoping as " a small bunch" and therefore suppressed.

From this it should be obvious that a government that practices suppression of minority opinion is not a democratic government but a dictatorship. Thomas Jefferson long ago noted this point. "The minority possess their equal rights, which equal law must protect," he said, "and to violate it would be oppression." Here Jefferson's democratic theory provides Chinese democrats with a useful criterion: politicians who advertise things like masses' democracy, "five percents" and "small bunches" are, in fact, opponents of democracy and promoters of dictatorship.

Recently, another theory about democracy has been circulating. It says that economic development will automatically lead to a democratic society. In China, the release of market forces has indeed led to economic growth. We should, of course, welcome this growth. But some people have gone further and said that China now needs *only* economic development, because more economic growth will lead inevitably to democracy. The communist authorities clearly like this theory, because they can use it to cover up their record of violation of human rights. It would be wonderful if democracy did indeed grow automatically out of economic development, but history gives us, unfortunately, no such guarantees. In the history of both China and the rest of the world, it is easy to find counter examples to the theory of the automatic generation of democracy. And in the actuality of China today, the economic growth that we see has not in the slightest moved Deng Xiaoping and his associates to alter their autocratic rule. There have been no substantive changes in Chinese political life since the protests in 1989. We have no reason to conclude that economic development can substitute for progress toward democracy.

I feel the need to stress this point because this "theory" about the primacy of economy pops up from time to time in world diplomacy. In times like ours, when the world economy is sluggish, the place of human rights as a basic principle in international affairs is frequently downplayed, whether intentionally or not. For this reason we must look again to the principles of Thomas Jefferson, who insisted that natural right or human rights be the founding principles of his country, and who for this reason above all others earned the respect not only of Americans but of people around the world. Any foreign policy that intentionally or unintentionally downplays principles of freedom and human rights violates the principles that Thomas Jefferson has established.

The success of the democratic cause in China cannot be separated from the trends in the world at large. A world in which the principles of freedom and human rights are downplayed is a world that lengthens the time during which autocracy in China can survive. For this reason, perhaps we need to provide the statesmen of today's world with another live reading of Thomas Jefferson's words: "we have yet gained little if we countenance a political intolerance..."

This is why the people who are pursuing Chinese democracy, or the "simpletons" of China, may feel even more deeply than others that today's world stands in need of a revival of Thomas Jefferson's philosophy of democracy, freedom, and human rights. And these same reasons lead me, once again, to thank the Foreign Policy Research Institute for the opportunity to make my own small effort at breathing new life into those great principles.

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China in the Social Studies Curriculum

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Perhaps the most puzzling modern nation (along with Iran), China has been difficult to integrate in an American social studies curriculum. From friend early in the twentieth century, China suddenly became an American enemy after 1949, particularly during the Korean War. A brief honeymoon between the People's Republic of China and Americans lasted from the 1970s until 1989, when the Tiananmen Massacre revealed underlying political, economic, and cultural differences between the People's Republic and the United States that could not be rationalized. Since 1989, China has suffered a severe "image problem" as a result of Western media presentations of an "out of touch" Chinese Communist government reining in democracy and free trade at the very time that Eastern Europe and Russia were emerging from the shackles of communism. The result has been a significant decrease in enrollments at the college level in Chinese language courses, for example.

Students of Chinese history and political culture, however much we were all shocked by the tragedy of 1989, would point out that our popular media portrait of China has never been on the mark. As Jonathan Spence's *To Change China* (Penguin, 1980) has long made clear, Americans, as well as others, for centuries have made China the object of our daydreams and nightmares. The failure to integrate Chinese history properly in our educational curriculum, particularly the complexity of Chinese society, culture, and politics in a century of revolutionary change 1850-1950, has yielded a new generation of American illiterates about "China." We are puzzled why China remains a communist nation in the late twentieth century, when the historical tide is, we think, clearly in favor of democratic governments and open economic systems. Meanwhile, we increasingly fear Japan as a Pacific Rim nation that has successfully adapted democratic institutions and transformed itself into an economic juggernaut. A few already predict that upon completion of the Chinese industrial revolution of the late twentieth and early-twenty-first centuries China will eclipse Japan as our major economic competitor.

Chinese frequently and proudly point to their long history as the key to fathoming their culture and nation. Other Chinese would wisely point out the burden of that long history and the inherent limitations that a nation with such deep roots faces when its people are confronted with revolutionary forces initially out of their control. The demographic, political, and cultural revolutions that have convulsed China since the Taiping Rebellion in the middle of the nineteenth century, although exacerbated by Western and Japanese imperialism since the Opium War, have their origins in a Chinese context that evolved through two millennia of imperial dynasties based on autocratic rulers, gentry-merchant elites, and a vast farmer-peasantry. The emperors and their entourage have been replaced by Chinese Communist oligarchs. Communist Party cadres form the brunt of middle-level and local elites, even as Hong Kong and Taiwanese economic power are together transforming the communist economic and social system in Guangzhou and Fujian provinces. And after undergoing the political vicissitudes of 1950s land reform, 1960s communes, and a 1980s land responsibility system, farmer-peasants still represent the vast majority in a nation of so many huge cities.

It is a historical cliche that the key to understanding contemporary events lies in a long-term perspective. Economists and political scientists would dispute this by presenting political and econometric models that explain the present and predict the future with little regard for the past. Rather than gainsaying the latter, I would simply suggest that through a comparative approach between "modern" and "pre-modern" Chinese history and politics, we can help students better grasp some of the common problems faced by Chinese since the early, middle, and late empires (200 BCE - 1911) and the wide range of political, economic, technological, and social solutions that they discovered and applied to their societies before the revolutions of the twentieth century. In this manner, China as part of the social studies curriculum would clarify why the PRC rarely conforms to our expectations and why the Chinese political and economic experience cannot be reduced automatically to contemporary models based on Western experience.

To this end, let me outline ten major themes students should know about China before 1900, and how such themes can be related to China in the twentieth century:

1. Geography: North vs. South China
   - arid north & ancient agricultural revolution (Yellow River)
   - wet south & medieval economic revolution (Yangtze River)
   - role of Great Wall in demarcating nomadic from agricultural settlements since 200 BCE
   - Grand Canal & integration of north and south in 600
   - expansion into Central Asia, Manchuria, & Tibet
2. Sino-Barbarian Relations
   - Steppe nomads & military societies: Huns, Turks, Mongols, Manchus, etc., in China
   - agrarian Han Chinese & bureaucratic state
   - military conquest of China versus cultural assimilation of "barbarians": Mongol & Manchu dynasties
   - periods of openness vs. periods of nativism
   - Chinese tribute system vs. western system of Equal Nation-states
3. Family, Lineage, & Ancestor Worship
   - kinship values in China: self/family/state equation
   - ancestor worship and lineage formation: building blocks of local communities
   - illegitimacy of oppositional political groups
   - weakness of "public sphere and strength of family values
   - Mao, communes, & the family
4. Peasant Society & Economy
   - demise of feudal realms & rise of small peasant farms
   - relations of land, labor, and population
   - ancient agricultural revolution: northern villages
   - medieval economic wet-rice revolution: southern villages
   - late imperial declining standards of living
   - communist land reform & communes
5. Gentry-Merchant Elites & Social Hierarchy
   - gentry landlords & merchants: economic power
   - civil service selection: social and political reproduction under imperial sanction
   - cultural resources and educational dominance of gentry and merchants
   - republic & communist elites in twentieth century
6. Popular Religion and Chinese Culture
   - elite & popular Daoism
   - elite (Chan) and popular (Amida, Lama) Buddhism
   - orthodoxy vs. heterodoxy: imperial state & religion
   - Confucianism & ancestor worship
   - CCP policy toward religion
7. Elite Confucianism & State Ideologies
   - ancient "Hundred Schools" & Warring States
   - Confucius & secular values of scholars
   - Confucian Canon: state orthodoxy, "imperial" Confucianism, & school curriculum
   - legalism & the institutional formation of the imperial state
   - ascending (Confucian) vs. descending (Legalist) views of state power
   - rituals vs. laws: cultural vs. punitive forms of social order
   - Confucianism & East Asian economic change in twentieth century
8. Traditional Chinese Science & Technology
   - qualitative sciences: alchemy, medicine, astrology
   - quantitative sciences: mathematics, astronomy, calendar, and musicology
   - Confucian "amateur" ideal and civilian conceits
   - early and middle empires & technological advancement
   - impact of European and modern science
   - modern China & role of science in modernization
9. Impact of the West & Chinese Crisis
   - internal demographic crisis
   - external imperialism & western industrial power
   - reform vs. revolution
   - European/Japanese political & educational models & end of Confucian institutions and gentry hierarchy
   - failure of the Early Republic & WWI
   - Russian revolution & Chinese nationalism
   - Maoism and peasant revolution
10. Some Comparisons
    - politics: the Imperial vs. the Communist state in China
    - economy: peasant farming & standards of living over time
    - society: old vs. new elites; changes in village life
    - culture: education and orthodoxy.

These themes are drawn from my own experiences in teaching college freshmen and sophomores, where even among a student body of many Asian-Americans the amount of media-induced fantasy about China is shocking. Each theme is only a bare bones suggestion, but a selection of a representative number of them would yield, I think, a more complex and multi-dimensional understanding of how to situate China in a social studies curriculum. Perhaps these can serve as suggestions on the key historical elements to be included in teaching Chinese history.

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Some Reflections on Building Bridges of Understanding

Charles Von Loewenfeldt
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It has been nearly half-a-century since I first became acquainted with Japan and eighteen years since I had the privilege of becoming associated with American social studies educators. For me, the two have become inseparable.

I was in Japan at the very beginning of the military occupation of that nation, immediately following World War II. Over a period of nine months, as an Army officer dealing with the Japanese media, I came to have a high regard for the Japanese people. I was fascinated by their culture, their social values, and their work ethics.

It was not until 1953, however, that my professional career with Japan began in earnest when I was retained as a public affairs and marketing consultant by a number of Japanese governmental, commercial and financial institutions.

By the 1970s, I became gravely aware of how little the average American knew or cared about Japan. This was in spite of the fact that Japan had become America's leading overseas trading partner and principal Asian ally. Americans with no knowledge of Japan seemed quick to accept any criticism of Japan and reflected prejudice and intolerance. There was friction and mounting tension in the bilateral relationship.

It was obvious that what was needed was a practical approach to reaching and informing Americans about contemporary Japan — just as, across the Pacific, Japanese were becoming increasingly interested in the ways of the west. My long-range hope was to find a way to acquaint America's future generations with how the Japanese are like us and how they are different from us; what have been their failures and successes; what are their aspirations and what interests do we have in common. I believed that with knowledge, future generations of Americans and Japanese would be able to regard each other without bias or rancor.

My quest, in 1976, led me to the Washington, D.C. offices of the National Council for the Social Studies. There, Dr. Howard Mehlinger, then president-elect of NCSS, graciously listened to my concerns and readily understood what I was seeking. We discussed the possibility of sending to Japan the following year a team of educators to survey the desirability of improving teaching about Japan in the United States.

NCSS put out a call for applicants. Six educators were selected on a competitive basis for the June 1977 visit to Japan. The group included a junior high school teacher from California; three high school teachers from Ohio, Pennsylvania and Illinois; a college of education professor from Georgia; and Dr. Arthur H. Rumpf, a consultant for the Milwaukee Public Schools (now retired), as team leader. (I had the pleasure of accompanying them.)

The survey team was transported across the Pacific by Japan Air Lines. The Japan Foundation was the host organization in Japan. The Ministry of Education arranged for school visits. The private-sector enthusiastically welcomed the NCSS representatives to factories, farms, educational institutions, and a wide range of cultural attractions. The American educators returned home impressed by what they saw, heard and experienced while in Japan.

That was the fellowships program's auspicious beginning. Each year, since then, as more and more teachers applied for a chance to observe Japan, the number of fellowships being offered annually has increased. A major turning point took place in 1980 when the Keizai Koho Center (the Japan Institute for Social and Economic Affairs) undertook, as a major international activity, support of the NCSS fellowships program. KKC expanded the program to include Canadian educators and, recently, teachers from Australia have been invited to participate.

If this program can rightfully claim success in helping to build bridges of understanding, it is due, in greatest measure, to the immeasurable contributions of the more than 500 educators — from every U.S. state and provinces of Canada —who have been recipients of these fellowships to date.

The "Japan Alumni," as we informally refer to these Fellows, are, in my opinion, a most remarkable group of professional men and women. The intensity with which they have demonstrated their commitment to the enhancement of global studies is spectacular. Their individual and collective effort in curriculum development, in networking, in outreach endeavors, in utilizing the media, in work with civic organizations, and in the creation of innovative educational approaches has been truly outstanding.

In the mid-1970s, a nationwide survey revealed that practically nothing was being taught about Japan and her people in America's precollegiate schools. That is no longer the case.

Japan (and even the Japanese language) is now being studied in K through 12 classes throughout North America. Numerous teacher-workshops on Japan are being organized at all educational levels. Much attention is being given to the development of new curriculum.

There are today a large number of foundations, regional outreach organizations, colleges of education, and civic institutions involved in promoting knowledge of contemporary Japanese society. It is noteworthy that wherever there is such organized effort to improve U.S.-Japan relations through education, you will usually find one or several of the "Japan Alumni" in the forefront of that endeavor.

The impact of the "Japan Alumni" on bringing about greater international awareness and understanding is substantial — not only in North America but in Japan as well. There is now meaningful rapport between teachers on both sides of the Pacific.

There is collaboration on the development of new curriculum and exploration of more effective teaching techniques. Japanese school administrators, who once shied at having foreign visitors disrupt their classrooms, now eagerly welcome dialogue with their overseas counterparts. Reflecting a new high esteem of the importance of global education, Japanese industrialists are gladly opening their laboratories and factories to inspection by the visiting NCSS educators. And families throughout Japan are providing and enjoying home stays with the visiting teachers. Close bonds of friendship have developed from these home stay experiences. Many of the "Japan Alumni" have reciprocated by sharing their North American homes with the families they lived with in Japan. Indeed, we are learning from and about each other.

Needless to say, there are countless gratifying aspects of this ongoing program. It also has its limitations. No matter how full and varied is the itinerary, there is no way a two-week travel/study experience can produce "experts" on Japan. What we are providing is a first-hand glimpse of contemporary Japan and, more importantly, an opportunity for persons of differing cultures to know and appreciate each other. We wish we could offer this opportunity to more educators.

From time to time, but not frequently, some voices have been raised in criticism of the objectives of these fellowships. Such labels as "propaganda" and "brainwashing" have been applied.

Concern has been expressed that the program could result in teachers being influenced to inspire their students to have a curiosity about Japan and a respect for her culture and society.

Whether such concern is justified can, perhaps, be best determined from comments made by some of the 1993 Keizai Koho Center Fellows following their Japan experience. Their observations, written in letters, included:

"The fellowship by Keizai Koho Center afforded me an inconceivable opportunity of experiencing as much of the whole of Japan as possible in eighteen days. I remain amazed at the breadth and depth of the planned itinerary that seemed tailored to the fellows' needs yet, gave us the occasions to experience every dimension of contemporary Japanese society — educational, cultural, political, economic and religious." (1)

"This trip was certainly more than I could have imagined. What a marvelous educational instrument to understanding cultural differences and similarities!" (2)

"What we Fellows received was the very best type of educational program, intellectual, emotional and experiential all at the same time. The fellowship program prepared me well for the very important task I have before me in creating an educational program on Japan for students in New York City." (3)

"As an educator, I also feel that I gained a great deal from the trip. I think that I have a much better understanding of the Japanese people and a sense of their place in the global world. I feel that I am better able to look at and evaluate our own educational practices by looking at theirs with both its strengths and its faults." (4)

"When I recall my time in Japan, my first thoughts focus on my home stay family. By offering genuine, complete hospitality, they made me feel truly at home in an enchantingly different country miles and miles away. My visit to Sato-san's family gave me hope and optimism that problems in the world can be solved if individuals try to understand one another." (5)

"The experience was beyond my wildest expectations. Never have I experienced such warmth and concern. If the purpose of the program is to develop more positive attitudes about the Japanese people and culture, it certainly accomplished its purpose. These feelings and knowledge will be conveyed in the materials I plan to develop and use this coming year."(6)

Twenty-two U.S. and Canadian social studies educators will be selected to visit Japan in the summer of 1994 as guests of the Keizai Koho Center.

Notes:
Quotations from letters from:

1. Mrs. Lois M. Christensen, Lecturer, College of Education, Texas A & M University, College Station, Texas.
2. Ms. Vicki Lynn Slocum, Social Studies Teacher, Baseline Middle School, South Haven, Michigan.
3. Mr. Mark Gura, Project Director, Division of Instruction and Professional Development, New York City Public Schools.
4. Mr. Michael S. Kraft, Teacher, Lawrence North High School, Indianapolis, Indiana.
5. Ms. Renata Marie Germino, Social Studies Teacher, Kettering Middle School, Upper Marlboro, Maryland.
6. Dr. Clair W. Keller, Professor, Department of History, Iowa State University, Ames, Iowa.

Resources for Teaching about Japan

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At the turn of the century, then Secretary of State John Hay declared that the Mediterranean was the ocean of the past, the Atlantic the ocean of the present and the Pacific the ocean of the future. As we face another turn of the century it is clear that the future is here - we are, indeed, in the age of the Pacific! It is not surprising that there is reluctance to perceive, let alone accept this concept. Indeed, as Jiro Tokuyama has pointed out in *The Whole Pacific Catalogue*, "History's biggest changes are generally hardest to perceive. The Egyptians in the ancient times were not aware of the emerging Phoenicians, who, engrossed in commerce and trade, paid little attention to the rise of the Greeks and Romans, who, in turn, were ignorant of the Portuguese and the Spanish on the Iberian Peninsula." Tokuyama continues: "The Spanish did not realize the potential power of Great Britain, which was not farsighted enough to see the United States taking shape in the tobacco and cotton fields on the new continent. This lesson of history teaches us to open our eyes to the changes taking place right before us in the Pacific."

Today, social studies educators face not simply the challenge of preparing students for the 21st century but more specifically, responsibility for exploring the Asia/Pacific dynamism that is and will be a part of their students' lives. An important part of that exploration is teaching about Japan. Japan is a pre-eminent nation in the Asia/Pacific region and, more importantly, a harbinger of happenings in the region. Through Japan, the larger topic of Asia/Pacific can be explored and students can be introduced to the realities of their life.

At least three important reasons for teaching about Japan can be cited: economic interdependence, political and military importance and the growing presence of Japanese nationals and immigrants and the attendant multicultural implications. Although economic interaction with Japan typically receives wide press coverage, the interpretations are often facile and shed little understanding on this important bilateral relationship. Today, Japan and the U.S. have the two largest economies in the world and together account for 40% of the world's GNP. The interdependence of the two economies is best seen in the automobile industry where joint ventures and overseas manufacturing has created an intricate web. The volume and importance of trade in this industry was recently underscored when Japanese automobile manufacturers assessed the impact of the rising yen rate against the U.S. dollar. The dramatic pronouncement confirmed that every time the dollar falls by one yen, Toyota loses 10 billion yen, or about $96.2 million in profits!

For the past four decades, Japan has been an ally of the U.S. Issues such as the extension of the nuclear Non-Proliferation Treaty and the involvement of Japan in U.N. peace operations will continue to define the relationship. In addition, recent domestic developments such as the Liberal Democratic Party (LDP) loss and the Prime Minister's ideal vision of Japan - "a nation of no-frills excellence" - will have ramifications.

The growing presence of Japanese nationals in the U.S. can be traced to several sources. Short-term residents, so-called corporate or diplomatic sojourners who are in the U.S. for typically several years are having an increasing impact on school systems and neighborhoods throughout the U.S. Further, 1990 census data shows that the Asian, Pacific Islander category grew by 108 percent to nearly 7.3 million. Within that category, Chinese, Filipinos and Japanese still rank as the largest Asian groups, with Japanese having an increase of over 20 percent. Finally, Immigration and Naturalization Service figures confirm that of the nearly 21 million short-term visitors (those on 6-month visas) in 1992, the largest number, almost 4 million, came from Japan.

What resources are available to social studies educators to assist them in teaching about these evolving topics? Perhaps one of the most important and exciting developments in the K-12 curriculum field is the increased number of resources on Japan currently available. Also, there are services designed to assist educators in the selection of print and audio-visual materials, the preparation of daily lessons and the development of curriculum. Just a few of these will be highlighted here.

The National Clearinghouse for United States - Japan Studies provides a variety of services and products to elementary and secondary teachers, administrators, policy makers and others interested in teaching and learning about Japanese culture and society and about U.S. - Japan interrelationships. The foundation for all Clearinghouse activities is a computer - searchable database of curriculum materials, journal articles, research reports, and other materials that are useful to

classroom teachers and curriculum planners. The Clearinghouse also distributes, free of charge, a newsletter, SHINBUN - USA and a series of topical discussions called Digests. Titles of recent Digests include: " Japanese - U.S. Economic Relations," "The Growing Role of Japan in International Politics and Economics," Japanese Education," and "Rice: It's More Than Food in Japan."

In addition, the Clearinghouse has published a number of useful curriculum books and guides. Some recent titles are cited here. *The Constitution and Individual Rights in Japan: Lessons for Middle and High School Students* is an activity book designed to assist middle and secondary teachers in integrating a cross-cultural perspective into the study of constitutional government. Introductory essays focus on the cultural and historical context of constitutionalism and individual rights in Japan, with a comparison to the United States. *Modern Japan: an Idea Book for K-12 Teachers* is a book of supplementary lessons that are self-contained or based on readily available resources, usable by teachers who have not had a first-hand Japan experience; and brief enough to fit into a few class sessions and pages of the book.

Resources for Teaching about Japan lists numerous organizations that work with K-12 teachers, understand their needs, respect their challenges and design meaningful materials. *Internationalizing the U.S. Classroom: Japan as a Model* is a handbook with topics ranging from conducting in-service workshops and summer institutes and setting up a resource center on Japan or a language program to organizing exchanges and study tours. For more information contact: National Clearinghouse for United States - Japan Studies, Social Studies Development Center, Indiana University, 2805 E. 10th Street, Suite 120, Bloomington, IN 47408; Tel. (812) 855 - 3838; Fax (812) 855 - 0455.

Another useful clearinghouse is the new Center for Educational Media (CEM) which has established an ongoing, up-to-date database of information on educational media materials related in Japan. It now contains more than 800 entries of audio-visual materials on Japan and will provide cross-referencing and referrals. At the present time, CEM will provide information from the database, on request, free of charge to educational and civic organizations throughout the U.S. Information sent in response to specific requests for media includes a list with the titles, brief content synopses, intended audience levels, and where and how the materials can be obtained.

Currently, CEM has received many inquiries regarding appropriate audio-visual materials for introductory programs on Japan. In response to these needs, CEM staff members are preparing information on a number of subject areas. These will be called Learning Packages. Each Learning Package will include information about three to five good introductory media programs on the subject, which could be used with a variety of audiences. The first Learning Package will focus on Japanese society and history. For more information contact: Center for Educational Media, Institute for Education on Japan, Earlham College, Richmond, IN 47374-4095; Tel. (317) 983 - 1288; Fax (317) 983 - 1553.

Another source of information and assistance is the recently completed Survey of Asia in Textbooks, administered by the East Asian Curriculum Project at Columbia University. This comprehensive study evaluates the coverage of Asia in world history, world cultures, and world geography textbooks. Reviewers considered eight categories of questions: coverage, transliteration/spelling of Asian names and words, content, style and tone, visuals and graphics, primary source material, format, and overall scale. Also, comments focus on the specific coverage accorded China, Japan, Korea, India and Southeast Asia. Detailed evaluation forms will be sent directly to the publishers so that corrections and improvements can be incorporated into future textbooks. In addition, a general report will summarize the comments of all reviewers and contain rankings. For more information contact: Association for Asian Studies, 1 Lane Hall, University of Michigan, Ann Arbor, MI 48109; Tel. (313) 665 2490; Fax (313) 665 - 3801.

As the above information indicates, there are several comprehensive sources of information readily available. It is important to note that all of these projects are currently funded through special grants. Social studies educators can influence the direction of these centers, help shape the collections and guarantee the existence of these clearinghouse efforts by taking advantage of these opportunities during the current school year. Why wait? The Age of the Pacific is upon us.

Building an Integrated Curriculum: The Japanese Festival

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The lure of the unknown, the mystery of the undiscovered, and the desire to dream impels us toward what can be. We yearn to stay safe in what we already know, but this world will not allow us to remain motionless for very long. The frequency and rapidity of change in today's world demands that students no longer be consumers of knowledge. Rather they must become synthesizers and generators.

Ask yourself who you are as a teacher and what you want to accomplish with your students. If you want to be a teacher as deliverer of instruction and information rather than a facilitator of students as workers and discoverers, then this type of project may not be suitable to your way of working. But if you believe, as Oliver Wendell Holmes did, that a three-story man reaches beyond the skylight, then read further. More than building foundations and structure, teachers have the power to open the skylight so that their students can reach beyond the roof. If we are architects of learning, then knowledge is our medium. To tackle this project is challenging, oftentimes daunting, but the rewards are bountiful and rich. From a successful, small, two-disciplined beginning, the interdisciplinary project increased in scope and sophistication to include a school and community-wide event.

Approach and Rationale

Southern Regional Middle School has developed a series of interdisciplinary projects which provide school-wide enrichment and promote a spirit of cooperation. Our installations are the result of a seven year collaboration between a team of teachers, district administrators, and students.

The projects, which are thematic in nature, provide a vehicle whereby connections are made between disciplines studied throughout the school day. Thus far, topics have been representative of cultural diversity, global and community concerns, and issues of the future. What these three experiences have in common is that a central topic is explored with such depth that virtually every discipline in the school is involved. Students utilize content area knowledge and a variety of life skills to create a cohesive and comprehensive end product. They actively participate in a diverse learning experience where interpersonal, mathematical, scientific, auditory, linguistic, visual and kinesthetic activities bring the idea to life in a unique and meaningful way. As the project progresses, students become aware of the interdependence of human intellect, creativity, and invention with the practical arts of construction and cooperation.

Our installations are validated by experts in order to ensure authenticity. Educators and consultants who specialize in history, science, technology, writing, theater and visual arts advise a core team of teachers and students. Field trips, research, video tapes and school visitations supplement what has been presented by experts.

Students are actively involved in the experience from its inception to its closure. A sense of collegiality and ownership is borne out of a very focused, goal-oriented commitment. We have found that in a non-graded setting, real life problem solving is powered by the strongest of forces: intrinsic motivation. Students invest large amounts of time and energy and so school takes on a new meaning. We have observed that students have become more critical thinkers and have elected to work harder than ever before on independent study because their interest has been sparked in a unique and creative way.

Goals of Interdisciplinary Project

1. To learn skills necessary to work cooperatively
2. To foster school community relationships
3. To develop research skills to gain authentic knowledge
4. To illustrate interconnections among disciplines
5. To enable students to work within and develop skills in individual talent areas
6. To broaden students' awareness and skills outside of talent areas
7. To increase levels of perseverance and commitment when working toward a common goal.

Objectives

Students will:

1. perform in-depth research
2. help in constructing an exhibit
3. participate in workshops
4. develop organizational skills through planning and implementing tasks related to project
5. write and perform original pieces related to the project
6. take part in specific lessons related to the project
7. produce visual components of the project
8. become change agents in confronting real world issues.

14 BEST COPY AVAILABLE

Japan was chosen as the theme for the 1992-93 interdisciplinary project. As we close the 20th century, countries will find it more difficult to exist as separate entities. The core team's decision to select Japan as the theme for our integrated curriculum project was based on our belief that through planning sound research and interdisciplinary learning activities for our students, we could build bridges of understanding and communication between Americans and Japanese.

Economics, industry, technology, and information impact on the necessity for countries to work together for more global understanding and harmony. We believed the students needed to understand this concept; hence, Japan became the vehicle to concretely illustrate the view that we are one common people inhabiting this earth.

The Tea House which was built by students for the Japanese Exhibit.

PHASE 1: PLANNING AND PREPARATION

The choice of teachers for the core team is essential to the success of the interdisciplinary project. The general areas to be covered in the project are curriculum, visuals, organization, workshops, performance and construction. It does not matter from which discipline each teacher comes, but it is vital that these be the areas of concentration. Some characteristics of the teachers involved should include:

- diverse interests
- fluent thinkers who generate a myriad of possibilities
- flexible thinkers who approach problem-solving in many ways
- original thinkers who look for new, unusual, or unconventional combinations
- elaborative thinkers who can embellish on previously established ideas
- highly curious and energetic
- intellectually playful
- capable of having spirited disagreements and able to synthesize project components
- maintaining structure while tolerant of ambiguities
- highly intrinsically motivated
- persistent and determined.

Core Group Meeting

Following the organization of the core team, an initial planning meeting should be scheduled. It is best, but not critical, if this meeting can occur at least six months in advance. At this time the topic is decided. The meeting is informal and usually in a relaxed setting. This is the time to dream big dreams without worrying too much about practical limitations. While brainstorming every possibility related to the topic, it is essential that someone record what occurs at all meetings.

Between this meeting and the next, gather any and all resources possible. These may be video tapes, audio tapes, magazines, photos, travel brochures, books, field experts, etc. They will form the basis for the direction of the next meeting. Try to peruse materials before going to the meeting so that colleagues can be directed toward specific interest areas. For example, The Foreign Policy Research Institute (Philadelphia) supported a presentation by Dr. Sheldon Garon, Princeton University, who addressed staff on the future of United States-Japanese relations. Both the Japan Foundation and Japanese Embassy (New York City) were helpful in providing resources such as guest speakers, videotapes and brochure.

It is vitally important now that board approval and initial administrative support be secured. It is critical to obtain administrative involvement if the project is to succeed as a school-wide endeavor. Approximate budgetary considerations, setting and testing out dates, planning location logistics will be some of the topics discussed with the building principal, supervisors, and superintendent.

At the next core committee meeting, further refine what is to become the vision. Essential during an early meeting is the discussion of the physical layout of the installation complete with preliminary floor plans. The construction specialist needs to bring a diagram and perhaps a 3-D cardboard model of space usage.

Depending on financial and space considerations, the inclusion of special events such as guest lecturers and workshops may be an option for discussion at this point. Workshops and guest lecturers became part of the interdisciplinary project only after the process was firmly established. However, an evening performance piece is strongly recommended for the success of the project. Not only does it enhance strong student motivation and involvement, but it also provides for familial and community participation. Since ownership of the project need be with the students, it would be wise if the core team were vigilant in limiting teacher dominance over decisions about what is to be included in the installation.

In this initial stage, it is imperative to notify the librarian and media specialist of the topic so that an extensive body of resources can be collected. Learning modules and/or artifacts must be authentic. Therefore, begin to consider assembling and ordering resources in the

form of videotapes, books, etc. In-depth background research in the library or with subject experts is required before any kind of construction begins.

At this point, community involvement vis-a-vis parent groups or intergenerational mentoring might be requested as a possible aid in the project. Try to schedule appearances at their upcoming meetings in order to introduce the project and solicit assistance such as serving as chaperones for field trips, sewing costumes, and assisting visitors during the week of the installation.

This entire organizational process takes several meetings with the core team. Again, do not forget to document the minutes of every meeting so an accurate record is maintained for administration and future reference. The team must be clear and unified in its goal at this juncture so that precise and accurate directions can be given to those who will soon be participating.

Before speaking to any student about the project, professional courtesy dictates that the idea be introduced to the faculty, preferably at a faculty meeting. Also, during the course of the project, updates need to be given to apprise the staff of any significant changes in scheduling or logistics (i.e., rescheduling classroom space). Resources such as videotapes, lesson plans or books need to be made available for perusal.

If special events, workshops, and/or guest lecturers will be part of your interdisciplinary project, then early meetings with satellite faculty need to be scheduled to assign special jobs. In the past, faculty assistance has been used for:

- public relations liaison
- special lighting for a drama performance
- technical assistance on construction during a futures project
- sign language interpreter for puppet drama based on local environmental concerns
- computer and technology advisors
- workshop presenters
- design and construction of costumes
- supervision and implementation of special events.

The core team must now plan a detailed materials list for ordering purposes, and any potential field trips must be scouted, organized, and scheduled. Time needs to be set aside for members to immerse themselves in research for the topic.

Because the team will be working so closely together for an extended amount of time, communications must be attended to diligently. Problems can begin to arise as early as now. However, if care is taken to debrief and to listen attentively to each other, potentially troublesome situations can be avoided. Now is the time for more specific plans for music, content of performance piece, and arrangements for public relations.

PHASE II: WORKING PROCESS

Announcements to the whole school alert the student body that the interdisciplinary project will commence with its first student organizational meeting. Do not be surprised if eight to ten percent of the student body and all ability levels attend. The purpose of this meeting is a broad overview for the students to understand the theme and the topic and also to visualize what work needs to be done and what level of commitment is required for participation.

An example of the puppets developed by students for the evening puppet show.

Elicit student ideas and have a student record them on large sheets of paper. Display the lists on the walls in the workroom for easy reference. Students begin to decide in what area they would like to be most involved (i.e., construction, research, artifact production, drama, writing, or organization). Assign or enlist a responsible student who is capable of taking photos and videotaping the entire process from inception to conclusion. It is essential to document the project.

After every student session, the core team must meet to debrief and to plan for the next work session. It must be stressed once more that team communication cannot be neglected. Once the momentum of the project is underway, it is too easy for the day-to-day concerns to become unwieldy or neglected. Student work sessions must be planned just as lessons are planned. Students need to know what is expected of them each day.

Topics for the core team to discuss are such items as division of labor, research and content of learning modules, and special sessions for high-ability students. An example of a special session is "Living in the Library". Students strongly motivated to do research on the topic choose to sleep over in the library gathering materials to gain authentic knowledge for learning modules and to plan construction of artifacts for the exhibit.

At this point in the working process, actual hands-on production begins in earnest. For the next six to eight weeks, in-depth class work, after-school work sessions,

and even some weekend meetings will be necessary to construct the installation. Storage of visuals and artifacts need to be considered now since you will begin to gather these items for the installation. Also, the actual installation area needs to be prepared (i.e., cleaning, set up, etc). Building of the structures will commence now as well. Remind your photographer/video student to be present at all after-school sessions and to take as many photos as possible. Ideally, research for learning modules has been completed by this time.

Students involved in classroom activities throughout the school day now begin to put the research to use. The following are examples of classroom projects used in previous installations:

— Technology education students wrote museum descriptions using word processing programs. They also created interactive programs and helped with publicity.
— English classes wrote a script for a play and wrote Palm-of-Hand stories based on Japanese models.
— Gifted and Talented classes produced independent study projects to use in the exhibit and to present to other classes as a real-world audience.
— Art classes painted, sculpted, and created artifacts, posters, and pottery appropriate to the Japanese culture.
— Math classes were exposed to the earliest form of the calculator, the abacus.
— Social Studies classes traced tensions between U.S. and Japan to the end of World War II, made topographical maps, and studied population concerns of the future.
— Home economics classes designed and sewed kimonos worn by every person who viewed the exhibit, and made refreshments for the evening performance.
— Music classes rehearsed for and performed the Japanese national anthem at the evening event and made musical instruments from different time periods.
— Science classes studied the geology and the impact of weather on Japan.
— Special education classes wrote haiku, designed and constructed fans and sculpted masks.
— Foreign language classes taught rudimentary lessons in Japanese and practiced calligraphy.

After school classes constructed, painted and assembled:
- a life-sized Buddha
- a Shinto shrine
- folded one thousand paper cranes in recognition of childrens' desires for world-wide peace.
- created artifacts for the museum section of the exhibit (e.g., a Samurai helmet and sword, dolls, bonsai, games, wedding kimono, scrolls).

It is now time for the core team member who is responsible for scheduling to begin organizing in-district classrooms to visit the installation during the week the display is on exhibit. Elementary schools and neighboring schools who will be visiting need to be contacted. Other special groups who have seen previous exhibits are hearing impaired students, senior citizens groups, and Girl and Boy Scout troops. We have also made provisions for the exhibits to be open on a Saturday morning for the local community.

About three weeks before the exhibit opens to the public, posters designed by students should be sent to the printer. The design can also be used for programs for the night of the evening performance and T-shirts which will be worn by student participants during the week of the installation.

A few days before the opening, devise a way of tallying visitors. Computers or sign-in books have been used previously to help with demographics of visitors. For example, over 6,000 visitors attended the Japan Exhibit.

It is strongly suggested that an evaluation form be designed for the following five groups:
- student visitors to exhibit
- community visitors to exhibit
- student participants and workers
- faculty
- student and community workshop participants.

The data compiled will prove useful in recognizing strengths and weaknesses of your project and for justification of the value of future endeavors.

PHASE III: WEEK OF INSTALLATION

In the past, the exhibit has opened on Tuesday of the week of the installation. Monday has been reserved for final preparation.

Monday

— Refine all aspects of up-coming events of the week:
  - add any last minute details to the artifacts
  - clean the exhibit area
  - check on workshops and/or presenters
  - core committee teachers do mock run through for timing
  - check with principal for final questions
— After school meeting with guides and explanation of student duties:
  - invite visitors to sign in
  - prepare students for entering the exhibit
  - lead through learning modules
  - give educational talks in each area
  - operate any sound and lighting technology
  - protect the exhibit's artifacts
  - help ensure safety during walk through
  - maintain cleanliness of installation
  - collect random samplings of evaluations
  - alert teachers to any disciplinary problems

- assign specific tasks and places for each guide
- act as youth ambassadors to community
- assist at evening performance

— Have the student who is videotaping record a formal walk through at this juncture.
— A brief rehearsal of the performance piece is held.

Tuesday

— First day of exhibit opening
— Core committee teacher on duty for the day:
- sets up sign-in procedures
- sets up exhibit
- switches on lights, sound, or computers
- conducts a practice run through with guides before first scheduled visitors for the day arrive
- obtains a list of scheduled visitors from team member responsible for scheduling
- sets up station for evaluations at exit
- checks and rechecks placement of guides during the day
- is present at all times to maintain and manage the installation
- takes care of any problems that may arise

— Tours begin immediately after homeroom
— Workshops will also begin on this day
— A final dress rehearsal of the performance piece is held after school
— Remind the student who is videotaping to be present for the evening performance.

Wednesday

— Visitations and workshops continue
— Teacher on duty follows Tuesday's guidelines
— Student duties - see Monday
— Evening performance and open visitation for community (NB: evening performance may be any evening of the week)
— At the evening performance be sure to request the majority of visitors to complete evaluations.

Thursday

— Visitations and workshops continue
— Teacher on duty follows Tuesday's guidelines
— Student duties - see Monday
— Wear and tear begins to become evident this late in the exhibit. Strict vigilance towards management and maintenance of the exhibit must be adhered to at this time.

Friday

— Visitations and workshops continue
— Teacher on duty follows Tuesday's guidelines
— Student duties - see Monday.

Saturday

— Final tours of exhibit from 9:00 a.m. to 1:00 p.m. for general population
— All core teachers are present
— Visitations and workshops continue
— Teachers follow Tuesday's guidelines
— Students duties - see Monday
— Request majority of visitors to complete evaluations

Break-down Session:

— Before striking the installation, we have found a final walk through with all guides has been an emotional experience for closure.
— All workers need to be present from 1:00-5:00 p.m. to dismantle the project and clean up.
— We have a final pizza party as celebration of a job well done.
— As added incentive for clean up, souvenirs of the exhibit will be distributed at this time to student participants/workers/guides.
— Make sure you allot time for a student debriefing session.
— The core committee has a final debriefing session after all students leave in an informal setting.

OUTCOMES

During the week-long activities for the Japanese Festival, our grade 7-9 building was transformed through the eyes of another culture. In addition to coordinating lessons about Japanese culture across the curriculum, workshops which were planned for teachers and community members increased community/staff communication about social studies issues. A Japanese language program was introduced this school year with over 100 students studying the first level of Japanese. In March, 1994, 15 Japanese students from Sosa High School, Chiba, Japan will spend three weeks in our school as part of a sister school program.

The evaluations from students, parents, staff, and community members were highly positive. The Japanese Festival was independently evaluated by a research team from Stockton State College, which included Professor William Daly, Professor of Political Science, and Dr. Ann Birdwhistell, Professor of Asian Civilization. They reported, "In sum... the students put on a remarkable exhibit that quite faithfully reflected a variety of aspects of Japanese culture. In studying another culture, the students seemed to be learning about many things—Japanese art, literature, religion, architecture, geography—to name a few. In addition, they seemed to be learning the important values of tolerance for and acceptance of other peoples and cultures."

We believe in the dream. We believe in the vision. And we go forth despite our fear. As teachers and leaders, we invite our children with us on the journey, and in return they remind us of the child-like wonder that is the nucleus of creativity. If we want our students to become creative producers in the future, we must allow them to be creative problem solvers in the present.

To say that the interdisciplinary project is an enormous amount of work understates the energy, time, and commitment required. But it is the work that is meaningful, gives back to the world, and has a momentum of its own which propels students forward as thinkers and producers in our world. What more can educators ask of their charges?

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